Interreg V-A Latvia–Lithuania Programme 2014–2020

METHODS OF DEVELOPMENT OF COPING STRATEGIES SEEKING ENHANCE SOCIAL INCLUSION OF YOUTH

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Introduction

INTRODUCTION

The Interreg V-A Latvia – Lithuania Cross Border Cooperation Programme 2014-2020 aims to contribute to the sustainable and cohesive socio-economic development of the Programme regions by helping to make them competitive and attractive for living, working and visiting.

Šiauliai University together with partner (Rēzekne Technology Academy, Latvia) runs the project „Developing of Social Psychological Support Service System through Implementation of Method of Positive Coping Strategies and Enhancement of Social Inclusion for People in Vulnerable Groups“ ("*Socialinės psichologinės paramos paslaugų sistemos vystymas diegiant teigiamo poveikio strategijų metodą ir stiprinant labiausiai pažeidžiamų gyventojų grupių socialinę įtrauktį* ") POZCOPING, Nr. LLI-163 within the framework of **Interreg V-A Latvia–Lithuania Programme 2014–2020**.

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The main objective of the project is preparation for developing social psychological support service system while implementing Positive Coping Strategies methods for people in vulnerable groups by creating instrument for measure of social inclusion for adolescents and youth (young families) at social risk.

Within this report, the main objectove – to develope the methods of development of coping strategies seeking enhance social inclusion of youth.

I. MULTY – SENSORY ENVIRONMENT AND COPING WITH THE STRESS: theoretical approach

1. Social exclusion and stress manifestation as a result of psychosocial problems of the youth

The formation of social exclusion groups, including young people (18-29 years old), is an inevitable phenomenon of any modern society. Thus, even in a relatively economically rich and socially justice society, groups of exclusion are formed. The formation of these groups reveals both internal and external resources and shortcomings of people who are in exclusion groups and those who separate them. In addition, research shows that Lithuania is classified as an Eastern European country with specific political, economic and social circumstances that promote the formation of exclusion groups.

Young people, especially at social risk, is a group that tends to find themselves in poverty, unemployment, minimum pay, homelessness. However, in view of the material situation or employment rates, preventive programs, social, psychological or educational assistance to people in this age group should be organized to prevent poverty and exclusion. Assistance to young people already living in poverty, long-term unemployed, inactive population or homeless people, should be subject to active inclusion interventions to tackle employment or homelessness. Special attention should be paid to young people leaving their foster home when dealing with their employment and housing problems when they start living independently. Thus, in Lithuania, persons with material deprivation, lack of housing, mental or physical health problems, social interruption or lack of influence and power or materially or socially vulnerable can be attributed to exclusion groups. The formation of Exclusion (and also separation) groups is determined by the accumulative effect of the listed problems. On the other hand, age, gender or the absence of work or housing itself, does not yet determine a person's access to the exclusion group because of strong social relationships, good health, adequate social assistance facilities, including multi-sensory rooms and social psychological and educational opportunities - to help address the problems of poverty, unemployment, homelessness or health of young people in social exclusion.

Ministry of Social Security and Labour of Lithuanian has endorsed the "Action Plan for Improving Social Inclusion 2014-2020" as one of the objectives (4)are “Improve the quality of the living environment and increase the availability of public services“. It is also planned to “increase the accessibility of social services for the socially vulnerable groups and improve the quality of social work with them”. So, it is likely that the advantages of multi-sensory equipment (Snoezelen) , combined with social, psychological, educational support, can help to feel more comfortable, experience a variety of sensory stimuli, and a plethora of positive emotions. The use of Snoezelen together with other social, pedagogical, psychological techniques, could allow these people to become more active, functioning, positively evaluating their social situation, which would enable them to reduce their social exclusion, expand social networks and increase their social inclusion

2. Analysis of the theoretical background and researches on coping with the stress

Several tendencies could be distinguished in the researches on stress. One of them is researches of stress, analysing the so-called external stressors. It was identified that main sources of the stress could be: too heavy workload, problems in cooperation with colleagues, poor administration and management (Kyriacou, 2001), too many roles (Austin, Shah, & Muncer, 2005), lack of support, excessive social expectations, lack of autonomy (Punch & Tuettemann, 1990), constantly changing requirements, too much of bureaucracy (paperwork), bad working conditions, lack of time, unemployment (Abel & Sewell, 1999), etc.

Another tendency of researches on stress is researches on peculiarities of the personality, determining intensity of the experienced stress. It is indicated that themselves have a number of irrational beliefs that may contribute to emergence of stress (Forman, 1990; Bernard & Joyce, 1984). These irrational beliefs are expecting constant support and assistance from the environment, expectations others must always take care about themselves life, that there should be no negative emotions and conflicts. It fit to social risk persons' some aspects of standards of life

One more group of researches into stress goes deep into the analysis of stress coping strategies and mechanisms. Stress coping is understood as the individual's efforts, manifesting themselves at the behavioural and cognitive level, to cope with external and internal requirements when the existing resources are already exhausted or insufficient (Lazarus, 1993). The term coping is used irrespective of effectiveness or adaptivity of employed efforts. Lazarus (1993) distinguishes two main functions of coping: functions directed to the problem and functions directed to emotions. Problem-focused efforts are directed to solving the situation, changing the relation with the stressful event. The function of emotion-focused coping is to help to cope with arisen emotions without changing the stressful situation. Other authors (Carver, Schneider, & Weintraub, 1989) assess adaptivity and non-adaptivity of coping. They distinguish three groups of coping strategies: problem-focused stress coping, stress coping focused on seeking emotional support and non-adaptive stress coping.

These measures could help people at social risk to identify coping strategies and help them to use adequate, different from used stress coping strategies.

It was established that behavior in a problem, difficult situation requires the manifestation of the subject qualities of a person, self-determination, and their own choice of methods of behavior. It is carried out the understanding of coping behavior through the analysis of dispositional (personal), dynamic (procedural, situational), regulatory (Marks, 2003) and socio-cultural (ecological) components of the subject's psychology. Social risk persons are in the choice of their on type of behavior by choosing specific strategies and styles. This project is focuses on dispositional or coping with stress strategies measurement and on regulatory aspect of coping with stress.

The criteria for coping of subject's behavior are:

-first of all, it is person’s awareness (the difference between this type of behavior and reactive and protective behavior).

-Second, person’s choosing a mode of action in a stress situation is criterion for the specifics of this type of behavior and key to understanding the awareness of coping behavior.

-third criteria include:

a) focus; - controllability (contributing to the elimination, transformation of a difficult situation or adaptation to it);

b) inseparable connectivity and focus on a difficult situation (the adequacy of the situation, a point in time - timeliness);

c) regulation of stress levels;

d) the significance of the consequences of the choice of this behavior for the psychological well-being of the subject;

e) socio-psychological conditioning of conquest (belonging to both individual and group subject).

Table 1. Coping strategies focuses to regulate these signs of reaction to stress:

THE TYPE OF THE SIGNS OF REACTION TO THE STRESS			
PHYSICAL SIGNS	**COGNITIVE SIGNS**	**EMOTIONAL SIGNS**	**BEHAVIORAL SIGNS**
Fatigue Nausea Muscle tremors Twitches Chest pain Difficulty breathing Elevated BP Rapid heart rate Thirst Visual difficulties Vomiting Grinding of teeth Weakness Dizziness Profuse sweating Chills Shock symptoms Fainting, etc.	Blaming someone Confusion Poor attention Poor decisions Heightened or lowered alertness Poor concentration Memory problems Hypervigilance Difficulty identifying familiar objects or people Increased or decreased awareness of surroundings Poor problem solving Poor abstract thinking Loss of time, place, or person orientation Disturbed thinking Nightmares Intrusive images, etc.	Anxiety Guilt Grief Denial Severe panic (rare) Emotional shock Fear Uncertainty Loss of emotional control Depression Inappropriate emotional response Apprehension Feeling overwhelmed Intense anger Irritability Agitation, etc.	Changes in activity Changes in speech patterns Withdrawal Emotional outbursts Suspiciousness Change in usual communications Loss or increase of appetite Alcohol consumption Inability to rest Antisocial acts Nonspecific bodily complaints Hyperalert to environment Startle reflex intensified Pacing Erratic movements Change in sexual functioning and etc.

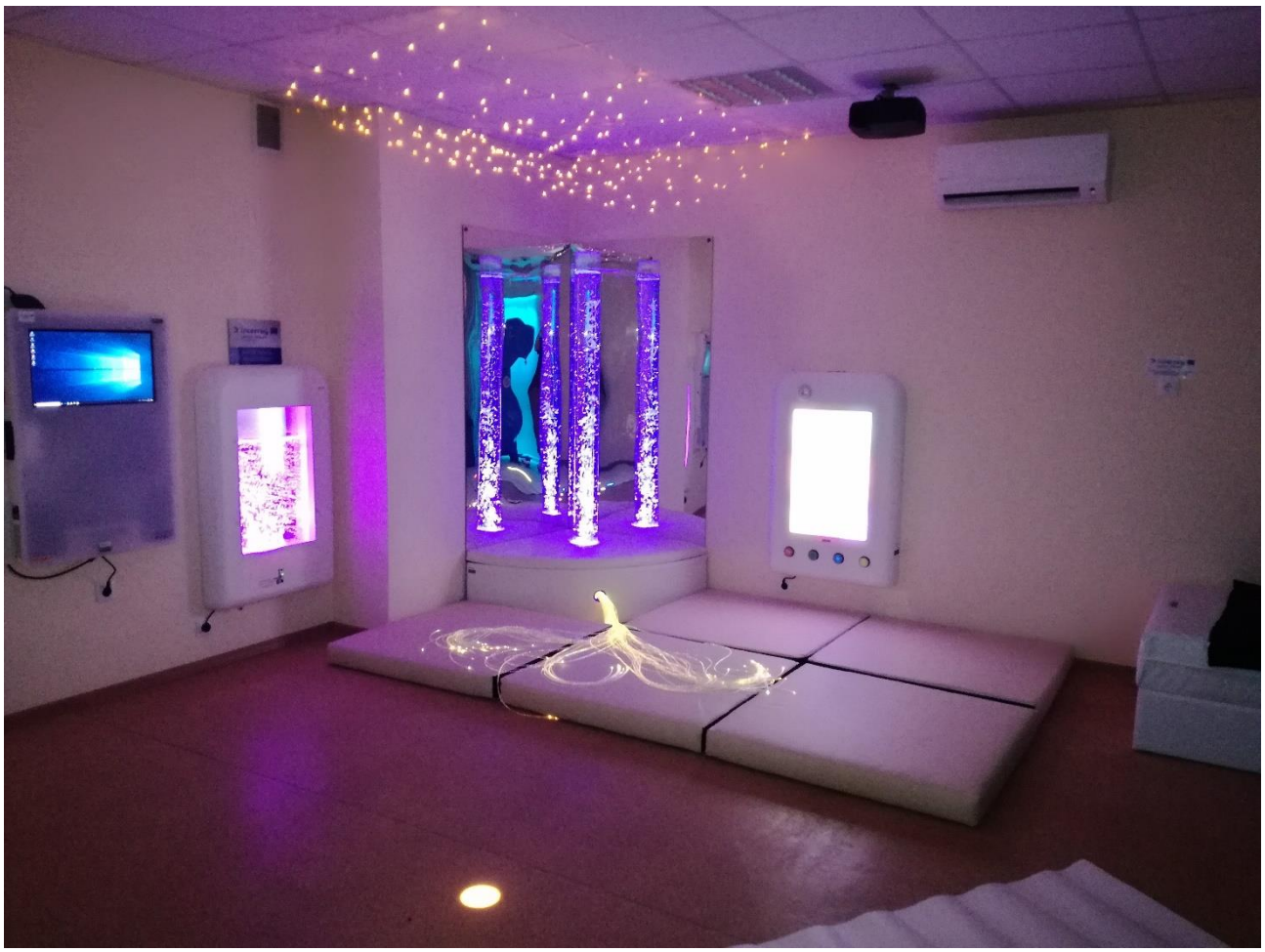
If these signs are regularly it could lead the person to burnout syndrome, problems with integration in socium. So, the help to find adequate to situation and to person functioning style coping with stress strategy, which person could use in everyday life would lead to better adaptation to constantly changing environment.

Multisensory room equipment aim is to activate person's sensory systems, which are used rare or not used at all. Multisensory room equipment focuses on these aspects of sensory system of person: visual, audial kinesthetic, smell.

3. Methodology for Using Multisensory Stimulation

3.1. Multi - Sensory environment

Multisensory environment (MSE) could be described as a space or a particular room in which sensory stimulation can be controlled with the purpose to help people to relax and/or stimulate and promote intellectual activities. It means that it's a space that allows controlling over the sensory input received from the created environment and exploring different variations of sensory input matched to fit the perceived motivation, interests, relaxation, therapeutic and/or educational needs of people.



The idea of multi – sensory environment (Snoezelen) was developed in the 1970's by Dutch therapists as a result of the famous research conducted about the effects on participants of a

sensory-deprived environment. The research, conducted by Liederman et. al. (1958), found that participants placed in a sensory-deprived environment experienced agitation, anxiety, hallucinations and other ill effects after only one hour. It was alternately found that when participants were placed back into a multi-sensory environment, their functioning returned[1].

Multi-sensory environments are relaxing spaces that help reduce agitation and anxiety, but they can also engage and delight the user, stimulate reactions and encourage communication.

Multi-sensory environment contains tactile, visual, olfactory, auditory, vestibular and proprioceptive sensory tools/devices. Mentioned stimuli can be presented in isolation or in combination, intensified or reduced and shaped for passive or active interaction (Fava, Strauss, 2010). Usally MSE is applied to wide range of conditions, such as people with mental health problems, people with intellectual disabilities, adults with profound mental retardation, children with autism and others disabilities and ect.

MSE usually applied for relaxaion, stimulation and educational purposes and provides a safe and predictable environment where a connection and trust can be developed with people regardless of intellectual capability:

- ✓ Relaxation – multi sensory environment can be used to reduce stress, agitation, frustration, anxiety, irritability, as well and can be used for pain management
- ✓ Stimulation - multi sensory environment can be manipulated to increase energy and interaction with the environment;
- ✓ Eduactional – multi senosory environment can be used for educational tasks; can provide the opportunity of socialization for clients at social risk.

[1] www.palliativealliance.ca/assets/files/Snoezelen_Toolkit-Jan25.pdf

3.2. Theoretical Background of Multi- Seonsory Environment

The use of multisensory rooms can be explained by several theoretical concepts

- **Integral Humanist - Existential** (Fromm, Rogers, Maslow). The Human Mental Perception Theory, which provides for the discovery of the inner attributes and advantages of man, struggling to overcome restrictive, frustrating, stressful situations that hinder a person from developing and developing. The aim of self-revelation and perfection must become the most important context of self-actualization, where the epicenter of the event is the client itself. Encouraging such a person (including a group of young people at social risk) is likely to improve the quality of life.

- **Concepts of interiorization of the development of high mental functions** (Lev *Vygotsky*). Multisensory stimulation is based on the stepwise inclusion and synchronization of external sensory flows using various external stimuli. Multisensory equipment lets to develop a perception through external sensations that, unlike a passive sense, is already a conscious process. Thus, integrated sensory stimulation promotes a fully-fledged awareness of self-regulation and autonomy for the young person. It is likely that multi-sensory stimulation of social risk young people, perceived as one of the weakest groups in society, would return to the social environment and increase their social inclusion.

3.3. *Functional Blocks of the Multi - Sensensory Environment*

There are two essential functional blocks of the multisensensory environment: relaxation - relaxing and activating – stimulating

- ✓ RELAXING – RELEASING

Multy-sensory environment is used for psycho - emotional relaxation of the client's. We can state that it is an environment in which a person finds peacefulness and can feel completely safe. This is a room that not only avoids stressful situations, has no danger, but prevents traumatic effects, stress from the outside environment. This toolbox includes soft mattresses, floor coverings, bubble tube, shining bundle of different colors, bean bag, scent generator with aromatherapy kit, video projections (with water, cloud and other images), relaxing music tracks, waterbed with overlay and vibrating mechanism. When using this unit's equipment, one has to bear in mind that during the relaxation and relaxation process, no more than two stimulating components should be used simultaneously: sound and image, smell and vibration or other. The participants of the study pointed out that this multisensory (water bed, images with slow floating clouds, calm relaxing music with water) helped to feel better, relaxed, relaxed with stress and anxiety, feel safe and relaxed.

- ✓ACTIVATING - STIMULATING

This equipment is used to stimulate the clint’s interest in activity, mobility or cognitive activity. This instrument block includes Phonotonic, optimuzic systems, a music center with stimulating music recordings. Bright color, light optical effects, music of varying strength and height, colorful melodies activate, stimulate interest in activity, stimulate movement, create the image of celebration, lightness. This multi-sensory equipment stimulates hearing, vision, vestibular receptors, stimulates activity, potentially facilitates more effective therapeutic or social, educational support. The participants of the study say that *music, color effects have encouraged them to be active, to move through the melody, to try themselves out in a playful and fun way by moving their hands and feet.*

It can be said that stressful situations of high emotional stress will not become dangerous for the health of young people at risk if they are accompanied by periods of rest, relaxation and relaxation. Such activities are provided in multisensory rooms: they are usually accompanied by relaxing music, aromatherapy, the opportunity to relax in a vibrating bed, in a bean-bag.

3.4. Functions of multi-sensory equipment for working with young people at social risk

1. A Tool of Prevention of stress and crisis situations

Young people, due to their different political, economic, social, personal characteristics, possibly falling into the situation of social exclusion, can relatively prevent or weaken the impact of the threatening social environment by using the advantages of multisensory room equipment, serving relaxation and preventing the deadaptation of young people.

1. **A Tool for stimulating internal personality resources**

Multisensory stimulation of social risk for young people who are already in stressful situations helps to mobilize internal mental resources, create a positive emotional environment, reduce internal tension, create conditions for other therapeutic or educational aids to model.

3. Active Personality Position Support Tool

People, including those at risk of social risk, in critical and stressful situations can hardly concentrate on specific activities. Multi-sensory room equipment helps to focus and direct their consciousness to purposeful action in the social environment, thus reducing their exclusion and increasing social inclusion.

4. A tool to promote emotional stability and balance

The lack of material, social, and psychological resources in a situation of social exclusion creates conditions for sensory deprivation. These individuals may be lacks sensory impressions. Multisensory stimulation that stimulates conception, combined with other therapeutic methods (psychodrama, art therapy, etc.) can open the way for normalization of emotional balance and integration of existing life experience, acquisition of new abilities, and meaningfulness of activities.

5. A tool for ensuring social and psychological quality of life

Multisensory room equipment develops an enriched sensory environment, reduces psycho-emotional tension, relaxes, stimulates spiritual balance, positive activity, stimulates potentially weakened central nervous system, mental activity, and personality development of stressful situations.

3.5. Consistency in use of Multi-Sensory environment equipement (stages)

I. PREPARATION STAGE

It is possible to allocate a few first sessions during which social risk young people are given the opportunity to familiarize themselves with the elements of the equipment in the multisensory room, to select them spontaneously and to work with them. In this way, the young person in the selected study group can get acquainted with the new environment, its advantages and opportunities. It is likely that during these first meetings, interest in the multisensory environment may be formed, positive emotional attitude, positive attitude towards future beliefs.

II. RECONSTRUCTION STAGE

During this stage phase, the aim is to harmonize and balance inadequate emotional and behavioral reactions that are characteristic of social risk young people due to the difficult economic, social (poverty, unemployment, addiction, homelessness and others) situations they face.

This is the most important stage of social, psychological, educational support, which, in combination with the possibilities offered by multisensory stimulation, uses other methods harmoniously (psychodrama, art, fairy tale therapy, story-role-play, problem-solving and analysis), allowing self-control, self-regulation by young people in this group. to emotionally adequately respond to the challenges of self-search for appropriate behaviors to successfully integrate into a social cultural environment, make independent and responsible decisions, likely to protect them from potential social exclusion...

III. FINAL – GENERALIZATION

Meetings of this stage empower youth at social risk successfully integrate into the socio-cultural context, to become more resistant to negative influences of social environment,

difficulties, and difficult situations. The complex effects of multisensor equipment (light and color system, music sounds, aromatherapy, etc.) create conditions for people to fully comprehend the world. Stressful situations, emotional tension do not become such dangerous and damaging to a person's health, especially in a social risk situation, if they alternate periodically with positive emotional sensations, relaxation periods that can be successfully created in a multisensory environment. This process empower youth to generalize acquired experience, to develop positive attitudes towards social activities, motivation and personal activity, thus improving their quality of life.

II. MULTISENSORY ENVIRONMENT AND COPING WITH THE STRESS

Mult - Sensory environment as stress reducing mean

Multi-sensory (or Snoezelen) envirinemnt developed from various sensory equipemet, with the purpose to stimulate initial visual, acustic, tactile, vestibular and taste senses to reduce stress level, to relax as well as to enhance the motivation for intelectuall acitivities.

The concept of Snoezelen is combined of two Dutch verbs – *snuffelen* (that means to explore), and *doezelen* (meaning to relax). Snoezelen is a registered trademark of Rompa (Chesterfield, England), developed in the 1970's by Dutch therapists (Hulsegge and Verheul) on the basis of the theory of sensorial deprivation. First of all those *Snoezelen envirinments* were set up for leisure purposes for people with profound and multiple

disabilities. As well as Pagliano had stated (2012; 1999) Hulsegge and Verheul's (1986/7) snoezelen philosophy was founded on the premise - that for an individual with severe or profound disability, an appeal to primary sensations was a more immediately powerful means of contact than any initial appeal to intellectual capabilities and learning was regarded as secondary.

Three basic rules of multi sensory environment[2]:

- ✓ Maximum of 3 residents in the multi sensory room
- ✓ Maximum of 3 Primary Tools in Use
- ✓ Maximum of 30 minutes in the multi sensory room

[2] Based on www.palliativealliance.ca/assets/files/Snoezelen_Toolkit-Jan25.pdf

2 Tabel. THE STRUCTURE OF MULTI SENSORY ENVIRONMENT

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
I stage – ***visual stimulation***	***Fiber optic*** 	Visual (could be tactile) input / stimulation	Fiber optics is usually used for visual and tactile stimulation; as well it could serve for light therapy. Ideal for sensory stimulation, colour recognition, and developing the understanding of cause and effect. Fibre optics stimulate and hold attention. Color light shines through the entire length of the fiber.	5 min.	Fiber optic is used as visual stimulation for relaxation. At the beginning of the study - to start with a stimulus rhythmically changing colors (by introducing damped white, purple white and damped blue green). The scattered colored fiber optic is presented for observation (with the purpose to to creat the illusion of a glowing sky and galaxy).	M = 8.37 (scale from 1 to 10).

[3] After each research session, participants were asked to evaluate each sensory device or package of those sensory devices in a 10-point system. The average (M) for each measure is presented with the description of each device of all 25 participants in the stationary multi-sensory environment (N = 25).

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
II stage – ***Visual and static acustic***	***Bubble tube with balls*** 	Visual, acoustic, tactile stimulation	Bubble tubes, which consist of upwardly rising water with changing colours, provide visual, tactile and acoustic stimulation. The products can be enjoyed passively, as they will change colour in sequence, or interactively. The constant effects of color change are useful for promoting visual perception and create an interactive environment. The tubes vibrate and emit a soothing sound (bubbling) that provide tactile stimulation. By touching the bubble tube tactile feedback, vibration shiver through the hands can be reached.	5 min.	In the second stage, sound stimulation with monotonic rhythm (associated with the flow of water / stream / waterfall) is introduced gradually alongside visual stimulation. Scientists observe that observation the flow of water and fire is one of the most appropriate methods for people to calm down, relieve stress and fatigue. Bubble tubes are flooded with a set of time-varying enhancing calm colors (white, purple, and bluish-green).	M= 8,23

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
			Soothes CNS, reduces stress, anxiety and tiredness. Mirrors provide additional visual effects. Varying colors, changing bubble movement, increasing consentration, visual memory, and perception		The observation of bubble tube based on relaxation, suppression of stress-related thoughts tasks.	
III stage – ***Visual, dynamic acustic***	***Projection*** 	Visual, acustic stimulation	Projection is one of the most importatnt and recommended devises for multi sensory environment. It allows to relax with the image without the need to predict or decipher patterns of objects. Based on the theme, both relaxation and activity-enhancing actions are sought (by stimulating imagination through proper stimulus).	5 min.	Projection is also used for relaxation purposes during the research activities. The client is suggested to sit comfortably in the bean bag and relax while watching the displayed images. Relaxing visual material (with flow affects)	M= 7,90

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
					together with relaxing music is presented that require little concentration of intellectual abilities, which is the basis for relaxation, releasing of thoughts as well as to flow acording music and visualisation.	
IV stage IV stage – ***acustic, tactilic, olfactory***	***Aromatherapy Diffuser***  *4*	*Olfactory*	Aroma diffuser, music player, humidifier, ionizer and luminaire in one. This divise alows to relax, to release emotions.	5 min.	In the fourth stage, leaving the acoustic stimulation from the previous stage, two new stimuli (olafactory and tactile) are activated.	M= 9,15 It has been rated as the most effective devices / mean for relaxation

[4] Photo from: http://www.slaugivita.com

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
	Musical water bed 	Tactile and acustic	It could be used in multi sensory environment for relaxation, sensory stimulation, psychotherapy. A musical water bed is a device for tactile stimulation that is adaptable to the human, warming, suppressing noise, sounds. Easy vibration by the music rhythm allowed from the music player. This creates the basis for feeling the rhythmic vibration of the whole body. A heavy blanket is used together		Integrating a musical water bed with the appropriate scents (natural essential oils with a soothing effect) helps to relax and feel positive emotions. This water bed reinforced with relaxing music creats a light rhythmic vibration that can be felt by whole body. The heavy enclave allows the person to "dive" both physically and mentally, which is enhanced by the mild	

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
					sounds of meditation music. The diffuser is designed for a sense of smell. The smell has the power to excite memories and feelings because the center of the sense of smell is near the limbic brain centers associated with memory and emotions. The brain center of the sense of smell has a connection with limbine parts of the brain. The diffuser was used to spread the scent of lavender. Lavender Essential Oil works	

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
					relaxing and reduces irritability. This oil was used to enhance the relax effect	
V stage - ***Acustic, kinestetic, visual***	**OptiBeam** ***interactive light and music sistem/ Interactive Lighting System – 8 beam system*** 	*Acustic, kinestetic, visual stimulation*	Interactive lighting system. It‘s so called - music through movement. The device works through interacting with beams of coloured light by passing a hand, foot or reflective bat through them. Play interactive music games whilst setting off images, videos and graphics The device is suitable for activation of the person, at the same time it can be used for	5 min,	In the fifth stage (after previuos four relaxing activities) "restorative" / activating stimulation is introduced. The interactive light music system allows to move or to dance acording the sounds or music created by the client. It’s so called – music through movement. On the other hand, there is a basis for activating	M= 7,97

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[3]**
			educational purposes as well as for therapy and psycho-gymnastics. Helps understanding of cause and effect and stimulates hand-eye co-ordination, interaction as well as motor, musical and listening skills		the creativeness while developing music with the help of their motion (eg, the sound of guitars can help to emphisyse into smooth jazz rithms and ect.) as well to express oneself in music,	

Alternative - transferable mobile sensory environment

Multi – sensory environment from portable multisensory devices was designed in multifunctional center. The essential point - that portable sensory tools are close to the sensory devices used in the stationary environment (multisensory room) acording to the purposes and the functions they perform (from the soothing, relaxation effect (4 measures) to the activating effect (one measure) integration).

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[5]**
I etapas – ***Visual stimulation***	***Portable lighting fiber***  ***6***	Visual (can be tactile) stimulation	Fiber optics is usually used for visual and tactile stimulation; as well it could serve for light therapy. Ideal for sensory stimulation, colour recognition, and developing the understanding of cause and effect. Fibre optics stimulate and hold attention. Color light shines	5 min.	Fiber optic is used as visual stimulation for relaxation. The scattered colored fiber optic is presented for observation (with the purpose to to creat the illusion of a glowing sky and galaxy). Limitations. Cannot flaw correction. The pink, red color	M=7,4

[5] After each research session, participants were asked to evaluate each sensory device or package of those sensory devices in a 10-point system. The average (M) for each measure is presented with the description of each device of all 10 participants in the mobile multi-sensory environment (N = 25).

[6] Photo from: https://www.rompa.com/

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[5]**
			through the entire length of the fiber.		performs an activating function. The other bales are more balancing, creating a relaxed atmosphere.	
II etapas ***Visual stimulation***	**Projection / abstract images**  7	Visual stimulation	Mesmerising moving and colour changing light effects creat stress releasing efect, reduse fatigue, anxiety.	5 min.	In the second stage, dynamic visual stimulation, which works soothingly, removes stress and fatigue, is enhanced. Changing the color of the rotating bubble stimulates relaxation, suppression of stressful thoughts, and so on.	M= 8,10
III stage ***Visual, dynamic acustic stimulation***	***Projection***	Visual, acustic stimulation	Projection is one of the most importatnt and recommended devises for multi sensory environment. It allows to relax with the image without the need		Projection is also used for relaxation purposes during the research activities.	M= 7,6

[7] Photo from: www.slaugivita.com

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[5]**
			to predict or decipher patterns of objects. Based on the theme, both relaxation and activity-enhancing actions are sought (by stimulating imagination through proper stimulus).		The client is suggested to sit comfortably in the bean bag and relax while watching the displayed images. Relaxing visual material (with flow affects) together with relaxing music is presented that require little concentration of intellectual abilities, which is the basis for relaxation, releasing of thoughts as well as to flow acording music and visualisation.	
IV statge ***Tactile, olfactory and acustic stimulation***	***Bean bag*** 	Tactile, acustic stimulation	The bean bag is used for relaxation, sensory stimulation. The bean bag easely adapts to the body	5 min.	In the fourth stage, leaving the acoustic stimulation from the previous stage, two new stimuli (olafactory and tactile) are activated. The bean bag is integrated with Massage Tube (to create smooth vibration	M= 7,8

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[5]**
					sense close to the vibration in water bed in multysensory room). The heavy enclave is also used that allows the person to "dive" both physically and mentally, which is enhanced by the mild sounds of meditation music. The diffuser is designed for a sense of smell. The diffuser was used to spread the scent of lavender. Lavender Essential Oil works relaxing and reduces irritability. This oil was used to enhance the relax effect	
	Aromatherapy Diffuser 	Olfactory stimulation	Aromatherapy diffuser creates the ideal atmosphere for relaxation sessions			
V statge	**Phonotonic system** 	***Acustic, kinestetic stimulation***	Smart interactive instrument Phonotonic allows to create and control the music in real time	5 min.	In the fifth stage (after previuos four relaxing activities) "restorative" /	M= 7,85

Stages of sensory stimulation	**The sensory device**	**Sensory stimulation**	**The brief description of sensory input and the purpose**	***Integration of sensory input in the project activities***		
				Duration	**The purpose of sensory input**	**The evaluation of the sensory input[5]**
Acustic, kinestetic stimulation			just with the move (motion sensor and App that create and control the music). It could serve for both: activating and relaxing purpuses		activating stimulation is introduced. Smart and interactive music creation with the move allows to move and control the music. On the other hand, there is a basis for activating the creativeness while developing music with the help of their motion	

III. COMPLEIMENTARY METHODS FOR COPING WITH THE STRESS

Group Activities as a complimentary method for coping with the stress for yout at social risk

Group work activities (each seminar's is 8 academic hours).

Seminar	**Theme:**	**The aim**	**Process**
I seminar	***Understanding of stress and stressors.***	a) Motivate group members to work in group b) acknowledge with stress understanding and self regulation	Introduction to seminar. Introduction participants with each other. Participant shares their understanding of stress. Presenting information of stress. Participants are doing attention controlling exercises: watch the surrounding things; in rhythmical way watch surrounding, visualization of watched things; change roles with thing and watch surrounding from their place; distraction of attention. Sharing about experiences. Homework in training attention peculiarities

Seminar	**Theme:**	**The aim**	**Process**
II seminar	***Stress factors***	a) acquire knowledge about factors and components b) became aware about physiological reactions to stress.	Discussion about homework. Presentation information about factors, discussion. Exercises for awareness of body and senses; participants need to relax and follow with inner glance the body parts and watch the senses from that part of body. Sharing about experiences. Homework: once per day for 20 min. with inner glance watch the senses of body parts.
III seminar	***Behavior, which help to limit negative consequences***	a) explore participants'' reaction to stress b) became aware of behavior, which helps to escape from stress or cope with it	Discussion about homework. Discussion about coping with stress ways, which were used by participants. Presentation information about other ways in coping with stress. Exercises for visualization. a) Participants need to visualize the tension, transform it to symbol and transform that tension symbol to symbol of peace in body. b) Using inhale-exale to transform tension in body to relaxation.

Seminar	Theme:	The aim	Process
			c) Visualize body. filled by colors and in changing them to reach the most useful for relax components of colors. d) Visualize the place for peace or remember it from everyday life. After each exercise participants share their experiences. Homework: practice the exercise which was useful.
IV seminar	Stress coping situation using a draw	embodied stress coping by draw	Discussion about homework. Participants individually draw the peaceful place in a music context, share experiences. Then participants ask to draw group's peaceful place. Share experiences. After that they could change first drawing or drew new drawing, symbolizing their own peaceful place. Homework: use peaceful place symbol managing stress in everyday life.
V seminar	***Regulation of tension and handling of emotional reaction.***	a) learn relaxation b) learn to control emotional reactions to stress	Discussion of homework: Participants involves into relaxation exercise (progressive muscle relaxation). After that participants share experiences, difficulties, gave feedback and information about such kind of relaxation. Exercise for awareness of emotions in stress situations. Group members share their experiences, how emotionally they react to stress situations. Then they ask

Seminar	Theme:	The aim	Process
			to become aware of emotions right and now. Presentation emotion list, exercises for recognizing emotion in others, in themselves. Exercise for expressing emotions: verbally, body movements.
VI seminar	Recognizing emotions in stress situation	: Expanding awareness of emotional reactions to stress	Discussion of homework. Presentation of main emotional reactions (body language, physiology, expression). Participants ask to draw every emotion (fear, anger, tension, shame, quilt, scary). Share drawings of every emotion, situations in which they notice this kind of emotions and how they handle this emotion, In group discussion they found adequate way regulating emotions. Homework: Once per day became aware of explored emotions and use adequate way in regulating their expression.
VII seminar	Behavior as consequence of emotional reactions	Became aware about behavior as consequence of emotions	Process. Homework discussion, Participants are asked in role play to show negative consequences of behavior, In discussion they share how it is possible to transform in role play to reach positive consequences.

Seminar	Theme:	The aim	Process
			Homework: In case of stress situation transform negative behavior into adequate behavior.
VIII seminar	***Handling cognitive reactions (thoughts).***	became aware of thoughts and regulate of thinking	Discussion of homework, discussion about collected experience. Exercises for awareness of thoughts right and now, analysis, what kind of thoughts participants get in that moment. Find among thoughts irrational thinking. Presentation of possible irrational thoughts. Practice how to transform negative, irrational thoughts into positive. Discussion of experiences.
IX seminar	Final meeting – drawing and relaxation exercise	To acquire experience of relaxation using rubbing technique (www.vemag-medien.de).	Discussion of homework. Participants ask to rub the picture, which they chose. Sharing experiences, watching each other product, discuses in which way they would use these pictures in everyday life. Final discussion about collected experience during all seminars and how they will implement it in everyday life.

Appendix 1. Tools for activities and observation in the multisensory environment

PROTOCOL OF ACTIVITIES IN MULTISENOSRY ENVIRONMENT (ROOM) No.....

Data..... **Name, surename** .....

Age ..... **Gender** : ☐ male ☐ femail **Beginning of the activity**:..... **Duration**:.....

OPTIC FIBER (rhythmic color change every 15 s.)

Colors: ☐ white ☐ white purple ☐ blue ☐ green ☐ pink Duration : .....min.

Involvement of the client: ☐ weak ☐ medium ☐ high

Evaluation of the client: ☐ 1 point ☐ 2 point ☐ 3 point ☐ 4 point ☐ 5 point ☐ 6 point ☐ 7 point ☐ 8 point ☐ 9 point ☐ 10 point

BUBBLE TUBE (colors are changing every 15 s.)

Colors: ☐ white ☐ white purple ☐ blue ☐ green ☐ pink Duration : .....min

Involvement of the client: ☐ weak ☐ medium ☐ high

Evaluation of the client : ☐ 1 point ☐ 2 point ☐ 3 point ☐ 4 point ☐ 5 point ☐ 6 point ☐ 7 point ☐ 8 point ☐ 9 point ☐ 10 point

PROJECTION WITH THE SOUND:

Theme: …….. ..... Duration: .....min.

Involvement of the client: ☐ weak ☐ medium ☐ high

Evaluation of the client: ☐ 1 point ☐ 2 point ☐ 3 point ☐ 4 point ☐ 5 point ☐ 6 point ☐ 7 point ☐ 8 point ☐ 9 point ☐ 10 point

WATER BED, MUSIC, VIBRATION, SCENT

The scent ..... Duration: .....min.

Involvement of the client: ☐ weak ☐ medium ☐ high

Evaluation of the client : ☐ 1 point ☐ 2 point ☐ 3 point ☐ 4 point ☐ 5 point ☐ 6 point ☐ 7 point ☐ 8 point ☐ 9 point ☐ 10 point

INTERACTIVE LIGHTING SYSTEM OPTIBEAM

Thems: .....Duration : .....min.

Sound plate: ☐ on the flor ☐ in the hands

Involvement of the client: ☐ weak ☐ medium ☐ high

Evaluation of the client ☐ 1 point ☐ 2 point ☐ 3 point ☐ 4 point ☐ 5 point ☐ 6 point ☐ 7 point ☐ 8 point ☐ 9 point ☐ 10 point

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